

New Jersey Health Professions Pathways to Regional Excellence Project (NJ-PREP)
Union County College
TAACCCT Grant Round 4
Network Session for all Health Professionals
Critical Thinking for Goal Making & Planning

Who is NJ-PREP?

NJ-PREP is a consortium of 12 community colleges serving 13 counties in Northern and Central New Jersey that comprise 77 percent of the state's population. This new consortium was formed to foster synergy across the partnership and to institute unified approaches to supplying the regions employers with the skilled and credentialed workers they require.¹

What is a Network Session?

The NJ-PREP consortium members conduct a Network Session each month with the purpose of bringing together all grant funded health profession students (credit and non-credit) in the college to discuss important topics which reside outside of their curriculum of study. "...the program participants will be part of a cohort-established peer support group for health professions students (credit and non-credit). The cohort will participate in monthly networking sessions where students, faculty, and experts meet and discuss interdisciplinary topics..."². Network Sessions aid in preparing our graduates for the diverse work environment of our area. The interdisciplinary group provides students with the opportunity to relate to team-based healthcare scenarios prior to entering the workforce. Topics are focused on essential career readiness skills, including, but not limited to, oral and written communication, time management, critical thinking, professionalism, professional appearance, collaboration, teamwork, health literacy, and cultural competence.

All programs offered through this grant are equal opportunity programs and as such, auxiliary aids and services are available upon request to individuals with disabilities. This program is funded by a grant from the US Department of Labor's (DOL) Employment and Training Administration, the operation of the NJHPC is the responsibility of the individual colleges not the DOL. This document was created by the grantee and does not necessarily reflect the official position of the US Department of Labor. The US Department of Labor makes no guarantees, warranties, or assurances of any kind, expressed or implied, with respect to such information. The US Department of Labor does not guarantee the accuracy of the information, completeness, timeliness, adequacy, continued availability, or ownership. This includes any information on linked websites.

¹NJHPC, Statement of Work, TAACCCT GRANT

²NJHPC, Statement of Work, pg. 17, TAACCCT GRANT

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TOPIC: Critical Thinking for Goal Making & Planning

Topic Lesson Plan

Type of activity:

Lecture with Journaling and discussion

Attending:

Instructors
Dedicated student advisor-student counselor (if applicable)
Students

Group Size:

Variable. This lesson is ideal for a smaller group setting (5-20 students). In a small setting the instructor can have all students attend the lecture, take in-classroom questionnaires, surveys and perform in-classroom activities. Afterwards, regroup for a full class debriefing.

Location:

Either a classroom or a smart classroom. This lesson plan comes with a PowerPoint.

Session Outline:

1. Have students sign in upon entering session.
2. Have students introduce themselves and declare their program of study.
3. Give announcements: All upcoming grant opportunities and TAACCCT pathway initiatives.
4. Serve food during the session (optional)
5. Take any questions from the students so all can hear the concerns of the others.
6. Distribute student worksheet and notebooks
7. Lecture
8. Run activities and discuss
9. Regroup for debriefing

Lesson Objectives: Upon Completion of this lesson, the student will:

1. Distinguish between useful and irrelevant information.
2. Identify the differences between fact and opinion.
3. Employ an effective decision making process to reach a decision.

4. Understand SMARTER Goals

5. Utilize learned information in a healthcare setting

Supplies You Will Need:

1. One notebook for each student (scrap paper can be used in lieu of notebooks, however, providing each student with a notebook which they can keep may urge students to continue journaling throughout their program)
2. Writing implement for each student
3. Handouts with activities for each student
4. Power Point Presentation (Optional)
5. An inspirational picture for each student. To be handed out or blindly selected by each student during Activity 5. (Magazine or newspaper clipping, or printed from the internet.

Content Outline:

1. Instructor provides short introduction to program topic. Incorporate different healthcare professions students in the group and how critical thinking will help them accomplish their goals
 2. Hand out packet, notebook, and writing implement to each student. Instruct students to skim through the definitions.
 3. Begin lecture (journaling activities occur throughout the lecture)
 4. Discuss how this information changes, or verifies, how students come up with and execute their goals.
 5. Get through as many of these activities within the allotted time. Pacing will depend upon how much discussion occurs.
 6. Run In-classroom Activity 1 – Smart Goals Journaling. Discuss. (ITEM B:1)
 7. Run In-classroom Activity 2 – Mentors and Role Models. Discuss. (ITEM B:2)
 8. Run In-classroom Activity 3 – Motivators. Discuss. (ITEM B:3)
 9. Run In-classroom Activity 4 – Self Motivation Tips & Tools. Discuss. (ITEM B:4)
 10. Run In-classroom Activity 5 – Visualization - Building a Silent Conversation. Discuss. (ITEM B:5)
- After each activity, pause and engage students in discussion and commentary. How has any of the students utilized critical thinking in their lives so far? What are various opinions and perceptions

about how much time should go into planning ones goals? Do the students consider themselves to be critical thinkers? Will they be likely to employ these strategies in the future?

Activity Number	Activity Name and Description	Instructor Comments
Activity 1	<p align="center">Smart Goals Journaling</p> <p><u>In Your Notebook:</u></p> <ol style="list-style-type: none"> 1. What is your current goal? <p><u>In Your Notebook:</u></p> <ol style="list-style-type: none"> 1. Would you like to add / change your goal statement? <p><u>In Your Notebook:</u></p> <ol style="list-style-type: none"> 1. Turn your goal into a SMARTER goal. 	<ol style="list-style-type: none"> 1.) Have students flip to ITEM B:1 in the worksheet packet. 2.) Have students complete the activity in their notebook. 3.) Refer to handout & PowerPoint for necessary definitions. 4.) Discuss with students. Encourage them to share.
Activity 2	<p align="center">Mentors and Role Models</p> <p><u>In Your Notebook:</u></p> <ol style="list-style-type: none"> 1. Who is your mentor/role model? <ul style="list-style-type: none"> - Why? 2. If you have not defined someone as a mentor, why not? 3. Is your identified mentor a person who can help train or counsel you along your way to achieving your goal? <ul style="list-style-type: none"> - Why / Why not? 4. If not, who might be a better suited mentor for this particular goal? 5. When next can you meet with your mentor? 6. What questions will you ask? 	<ol style="list-style-type: none"> 1.) Have students flip to ITEM B:2 in the worksheet packet. 2.) Have students complete the activity in their notebook. 3.) Refer to handout & PowerPoint for necessary definitions. 4.) Discuss with students. Encourage them to share.
Activity 3	<p align="center">Motivators</p> <p><u>In Your Notebook:</u></p> <ol style="list-style-type: none"> 1.) The following is a list of nine common motivational factors. Read them over. <ul style="list-style-type: none"> - Love - Friendship - Control - Money - Courage 	<ol style="list-style-type: none"> 1.) Have students flip to ITEM B:3 in the worksheet packet. 2.) Have students complete the activity in their notebook. 3.) Refer to handout & PowerPoint for necessary definitions.

	<ul style="list-style-type: none"> - Independence - Self - Success - Religion / Spirituality <p>2.) Now add two personal motivators to this list</p> <ul style="list-style-type: none"> - _____ - _____ <p>3.) Now rank all 11 of these motivators as they apply to you. Make number eleven the least motivational and number one the most motivational.</p> <p>4.) Do any of the common motivational factors not apply to you?</p> <ul style="list-style-type: none"> - Why? 	<p>4.) Suggest 'family' & 'safety' as motivators which could be added to the list</p> <p>5.) Use #4 as a discussion point with the group</p> <p>6.) An explanation of why these are motivational factors can be found in</p> <p>7.) Discuss with students. Encourage them to share.</p>
Activity 4	<p style="text-align: center;">Self-Motivation Tips & Tools</p> <p><u>In Your Notebook:</u></p> <ol style="list-style-type: none"> 1.) How do you feel you are doing in terms of self-discipline? 2.) How do you feel you are doing in terms of your confidence? 3.) How do you feel you are doing in terms of your personal power? 4.) What do you need to change to make you feel like you are more self-disciplined, confident, and personally empowered? 5.) How do you feel about the people who surround you? <ul style="list-style-type: none"> - Are they optimistic? - Are they motivated to achieve their own goals? - Will they help you succeed? - Why or why not? 	<ol style="list-style-type: none"> 1.) Have students flip to ITEM B:4 in the worksheet packet. 2.) Have students complete the activity in their notebook. 3.) Refer to handout & PowerPoint for necessary definitions. 4.) Use #5 as a discussion point for the group 5.) Discuss with students. Encourage them to share.
Activity 5	<p style="text-align: center;">Visualization</p> <p><u>In Your Notebook:</u></p> <ol style="list-style-type: none"> 1.) View the image and contemplate what is going on in the image. 	<ol style="list-style-type: none"> 1.) Have students flip to ITEM B:5 in the worksheet packet. 2.) Have students complete the activity in their notebook. 3.) Provide an inspirational picture to each student.

	<p>2.) Is the scene in the image a place where you would like to see yourself?</p> <p>3.) See yourself in the image and describe how you feel in that scene.</p>	<p>4.) Refer to handout & PowerPoint for necessary definitions.</p> <p>5.) Discuss with students. Encourage them to share.</p>
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Closing / Post Activity Debriefing:

Ask students if they have anything else they want to discuss, or ask.

Reiterate how important it is to employ critical thinking to clarify what your current goals are and what steps you can take to achieve your goal and stay motivated.

Citations

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- Raghunathan, Ph.D, Raj. (2013, March 19). Dealing with Negative People. Retrieved from <https://www.psychologytoday.com/blog/sapient-nature/201303/dealing-negative-people> (2016, March 14)
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Critical Thinking for Goal Making and Planning

Student Worksheet

ITEM B:1 | SMART GOALS JOURNALING

Description:

Journaling every day can help foster critical thinking and is likely to assist in achieving goals. When you write your ideas out on paper, it puts your thoughts in order and can clarify your thinking.

In your notebook write the following questions, as well as, your answer to the questions. Be specific, and do not worry if your ideas change as you write them out. Leave room to add comments during the discussion with your peers.

In Your Notebook:

1. What is your current goal?

What is Critical Thinking?

Disciplined thinking that is clear, rational, open-minded, and informed by evidence.

<https://www.google.com/search?q=define+critical+thinking&ie=utf-8&oe=utf-8>

In Your Notebook:

2. Think about your goal more critically. Would you like to add / change your goal statement?

ITEM B:1 | SMART GOALS JOURNALING

One way to think about your goal critically is to turn the abstract idea of your goal into something more concrete by making it a SMARTER Goal.

SMARTER GOALS

Specific—What precisely do you want to accomplish? It is hard to know how to proceed if your goal is too vague. Include detail about who, what, where, why, when, and how.

Measurable—Include detail by which you can tell whether you have made progress or achieved your goal. What milestones will you pass along the way and when should you reach them? Think about how much or how many as they relate to your goal.

Agreed—Everyone impacted by your goal should be onboard and supportive. Is there anyone you left out of your plan? Is there anyone in the way of your plan?

Realistic—Though you want to stretch beyond your comfort zone, your goal should still be realistic and Relevant to your situation. Do you have control over the things required to make this change? Can you do all that is necessary to achieve the goal?

Time-Bound—We all procrastinate to some degree. If you are really going somewhere, you should have an estimated time of arrival. By what date will you get there?

Ethical—Does your goal fit with your values? You will be more motivated to accomplish something if it is morally good and you don't feel guilty doing it. Stick to your own high standards.

Resourced—Do you have the resources to get the job done? Consider what you will need and whether it is time, money, or help from others. If you don't have what you need, how will you get it?

<https://www.ucdmc.ucdavis.edu/facultydev/pdfs/SMARTerGoals.pdf>

In Your Notebook:

3. Turn your goal into a SMARTER goal.

Now you have clearly stated your goal.

ITEM B:2 | MENTORS

Description:

It is important to have a mentor. Mentors do more than just supply useful information; they are also a great source of inspiration, and often make the road to achievement smoother than it would be if you were to go it alone.

In your notebook write the following questions, as well as, your answer to the questions. Be specific, and do not worry if your ideas change as you write them out. Leave room to add comments during the discussion with your peers.

In Your Notebook:

1. Who is your mentor/role model?

- **Why?**

2. If you have not defined someone as a mentor, why not?

What is a mentor?

An experienced and trusted advisor.

An experienced person in a company, college, or school who trains and counsels new employees or students

<https://www.google.com/search?q=define+mentor&ie=utf-8&oe=utf-8>

In Your Notebook:

3. Is your identified mentor a person who can help train or counsel you along your way to achieving your goal?

- **Why / Why not?**

4. If not, who might be a better suited mentor for this particular goal?

ITEM B:2 | MENTORS AND ROLE MODELS

It is important that you identify a mentor whom is knowledgeable in an area related to your goal. It is better to identify someone who is directly connected to your goal. Perhaps an individual who has already achieved the goal which you plan to achieve? If the mentor you originally identified does not fit that description they can still be a mentor in another arena of your life. And we should have many mentors too. In life, we have many goals.

Of course, mentors do not help us achieve our goals unless we seek out their advice, assistance, and encouragement.

<https://www.dovepress.com/mentorship-the-heart-and-soul-of-health-care-leadership-peer-reviewed-article-JHL>

In Your Notebook:

5. When next can you meet with your mentor?

6. What questions will you ask?

ITEM B:3 | MOTIVATORS

Description:

An important factor leading to achieving your goals is motivation. Stating clearly what your motivating factors are will keep you on track with completing steps toward your goal.

In your notebook write the following questions, as well as, your answer to the questions. Be specific, and do not worry if your ideas change as you write them out. Leave room to add comments during the discussion with your peers.

In Your Notebook:

1.) The following is a list of nine common motivational factors. Read them over.

- Love
- Friendship
- Control
- Money
- Courage
- Independence
- Self
- Success
- Religion / Spirituality

2.) Now add two personal motivators to this list

- _____
- _____

3.) Now rank all 11 of these motivators as they apply to you. Make number twelve the least motivational and number one the most motivational.

4.) Do any of the common motivational factors not apply to you?

- Why?

ITEM B:4 | SELF MOTIVATION TIPS & TOOLS

Description:

It is important to understand your own opinions of your progress while working to achieve your goals. Like outside influences can motivate you towards success, motivation also comes from within.

In your notebook write the following questions, as well as, your answer to the questions. Be specific, and do not worry if your ideas change as you write them out. Leave room to add comments during the discussion with your peers.

What is Self-discipline?

The ability to control ones feeling and overcome ones weaknesses

The ability to pursue what one thinks is right despite temptations to abandon it.

<https://www.google.com/search?q=define+self+disciplin&ie=utf-8&oe=utf-8>

In Your Notebook:

1.) How do you feel you are doing in terms of self-discipline?

What is Self-confidence?

A feeling of trust in ones abilities, qualities, and judgment

<https://www.google.com/search?q=define+self+disciplin&ie=utf-8&oe=utf-8#q=define+self+confidence>

In Your Notebook:

2.) How do you feel you are doing in terms of your confidence?

ITEM B:4 | SELF MOTIVATION TIPS & TOOLS

What is Personal Power?

Influence over others, the source of which resides in the person instead of being vested by the position he or she holds.

<http://www.businessdictionary.com/definition/personal-power.html>

In Your Notebook:

3.) How do you feel you are doing in terms of your personal power?

Reflect upon the last three questions

4.) What do you need to change to make you feel like you are more self-disciplined, confident, and personally empowered?

Remember that the people you surround yourself with will have the ability to affect your self motivation.

5.) How do you feel about the people who surround you?

- Are they optimistic?
- Are they motivated to achieve their own goals?
- Will they help you succeed?
- Why or why not?

ITEM B:5 | VISUALIZATION

Description:

Visualization is a powerful motivational tool. Picturing you achieving your goal in your mind can significantly increase the likelihood that you will stick with your goal.

http://www.huffingtonpost.com/frank-niles-phd/visualization-goals_b_878424.html

In your notebook write the following questions, as well as, your answer to the questions. Be specific, and do not worry if your ideas change as you write them out. Leave room to add comments during the discussion with your peers.

Look at the picture which was provided to you.

In Your Notebook:

- 1.) View the image and contemplate what is going on in the image.**
- 2.) Is the scene in the image a place where you would like to see yourself?**
- 3.) See yourself in the image and describe how you feel in that scene.**

Critical Thinking for Goal Setting & Planning

NJ-PREP | NJHPC | Network Session | Union County College

WHY SET A GOAL?

Goal setting is an important step in the process of achieving anything

Writing over 2,000 years ago, Aristotle described the process this way:

"First, have a definite, clear, practical ideal; a goal, an objective. Second, have the necessary means to achieve your ends: wisdom, money, materials, and methods. Third, adjust all your means to that end."

http://www.huffingtonpost.com/frank-niles-phd/visualization-goals_b_878424.html



IN YOUR NOTEBOOK

What is your current goal?



CRITICAL THINKING

What is Critical Thinking?

Disciplined thinking that is clear, rational, open-minded, and informed by evidence.

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IN YOUR NOTEBOOK

Think about your goal more critically. Would you like to add / change your goal statement?



SMARTER GOALS

Specific—What precisely do you want to accomplish? It is hard to know how to proceed if your goal is too vague. Include detail about who, what, where, why, when, and how.

Measurable—Include detail by which you can tell whether you have made progress or achieved your goal. What milestones will you pass along the way and when should you reach them? Think about how much or how many as they relate to your goal.

Agreed—Everyone impacted by your goal should be onboard and supportive. Is there anyone you left out of your plan? Is there anyone in the way of your plan?



SMARTER GOALS

Realistic—Though you want to stretch beyond your comfort zone, your goal should still be realistic and Relevant to your situation. Do you have control over the things required to make this change? Can you do all that is necessary to achieve the goal?

Time-Bound—We all procrastinate to some degree. If you are really going somewhere, you should have an estimated time of arrival. By what date will you get there?



SMARTER GOALS

Ethical—Does your goal fit with your values? You will be more motivated to accomplish something if it is morally good and you don't feel guilty doing it. Stick to your own high standards.

Resourced—Do you have the resources to get the job done? Consider what you will need and whether it is time, money, or help from others. If you don't have what you need, how will you get it?



IN YOUR NOTEBOOK

Turn your goal into a SMARTER goal.



MENTORS

It is important to have a mentor. Mentors do more than just supply useful information; they are also a great source of inspiration, and often make the road to achievement smoother than it would be if you were to go it alone.



IN YOUR NOTEBOOK

Who is your mentor/role model?

- Why?

If you have not defined someone as a mentor, why not?



MENTORS

What is a mentor?

An experienced and trusted advisor.

An experienced person in a company, college, or school who trains and counsels new employees or students

<https://www.google.com/search?q=define+mentor&ie=utf-8&oe=utf-8>



IN YOUR NOTEBOOK

Is your identified mentor a person who can help train or counsel you along your way to achieving your goal?

- Why / Why not?

If not, who might be a better suited mentor for this particular goal?



MENTORS

It is important that you identify a mentor whom is knowledgeable in an area related to your goal. It is better to identify someone who is directly connected to your goal. Perhaps an individual who has already achieved the goal which you plan to achieve? If the mentor you originally identified does not fit that description they can still be a mentor in another arena of your life. And we should have many mentors too. In life, we have many goals.

Of course, mentors do not help us achieve our goals unless we seek out their advice, assistance, and encouragement.

<https://www.dovepress.com/mentorship-the-heart-and-soul-of-health-care-leadership-peer-reviewed-article-JHL>



IN YOUR NOTEBOOK

When next can you meet with your mentor?

What questions will you ask?



MOTIVATION

Motivation comes from both:

- external sources
- internal sources



COMMON EXTERNAL MOTIVATORS

Love

Friendship

Control

Money

Courage

Independence

Self

Success

Religion / Spirituality



IN YOUR NOTEBOOK

Now add two personal motivators to this list



IN YOUR NOTEBOOK

Now rank all 11 of these motivators as they apply to you. Make number twelve the least motivational and number one the most motivational.



IN YOUR NOTEBOOK

Do any of the common motivational factors not apply to you?

Why?



SELF MOTIVATION

It is important to understand your own opinions of your progress while working to achieve your goals. Like outside influences can motivate you towards success, motivation also comes from within.

Many factors will affect your ability to self motivate, including:

- Self Discipline
- Self Confidence
- Personal Power



SELF - DISCIPLINE

What is Self-discipline?

The ability to control ones feeling and overcome ones weaknesses

The ability to pursue what one thinks is right despite temptations to abandon it.

<https://www.google.com/search?q=define+self+disciplin&ie=utf-8&oe=utf-8>



IN YOUR NOTEBOOK

How do you feel you are doing in terms of self-discipline?



SELF - CONFIDENCE

What is Self-confidence?

A feeling of trust in ones abilities, qualities, and judgment

<https://www.google.com/search?q=define+self+disciplin&ie=utf-8&oe=utf-8#q=define+self+confidence>



IN YOUR NOTEBOOK

How do you feel you are doing in terms of your confidence?



PERSONAL POWER

What is Personal Power?

Influence over others, the source of which resides in the person instead of being vested by the position he or she holds.

<http://www.businessdictionary.com/definition/personal-power.html>



IN YOUR NOTEBOOK

How do you feel you are doing in terms of your personal power?



IN YOUR NOTEBOOK

Reflect upon the last three questions

What do you need to change to make you feel like you are more self-disciplined, confident, and personally empowered?



SELF MOTIVATION & PERSONAL RELATIONSHIPS

Remember that the people you surround yourself with will have the ability to affect your self motivation.

The reason our happiness depends so much on the quality of our relationships is because humans are supremely social creatures. Evidence of our social nature is all around us. We care so much about what others think of us that, as some of my findings show, we would rather experience an unpleasant event (e.g., watch a bad movie) with those who share our negative opinions about the event than experience a pleasant event (e.g., watch our favorite team win) in the company of those who disagree with us. Our social nature is also the reason why being in love is one of the most cherished experiences and why isolation—the extreme form of which is solitary confinement—is rated, by those who were unfortunate to endure it, one of life's most grueling experiences.

<https://www.psychologytoday.com/blog/sapient-nature/201303/dealing-negative-people>



IN YOUR NOTEBOOK

How do you feel about the people who surround you?

Are they optimistic?

Are they motivated to achieve their own goals?

Will they help you succeed?

Why or why not?



VISUALIZATION

What is visualization?

The formation of mental visual images

The act or process of interpreting in visual terms or of putting into visible form

<http://www.merriam-webster.com/dictionary/visualization>



VISUALIZATION

Why use visualization?

Before we can believe in a goal, we first must have an idea of what it looks like. To paraphrase the old adage: we must see it before we can believe it.

This is where visualization comes in, which is simply a technique for creating a mental image of a future event. When we visualize our desired outcome, we begin to "see" the possibility of achieving it. Through visualization, we catch a glimpse of what is, in the words of one writer, our "preferred future." When this happens, we are motivated and prepared to pursue our goal.

http://www.huffingtonpost.com/frank-niles-phd/visualization-goals_b_878424.html



VISUALIZATION

How visualization works

According to research using brain imagery, visualization works because neurons in our brains, those electrically excitable cells that transmit information, interpret imagery as equivalent to a real-life action. When we visualize an act, the brain generates an impulse that tells our neurons to "perform" the movement. This creates a new neural pathway -- clusters of cells in our brain that work together to create memories or learned behaviors -- that primes our body to act in a way consistent to what we imagined. All of this occurs without actually performing the physical activity, yet it achieves a similar result.

http://www.huffingtonpost.com/frank-niles-phd/visualization-goals_b_878424.html



IN YOUR NOTEBOOK

View the image and contemplate what is going on in the image.

Is the scene in the image a place where you would like to see yourself?

See yourself in the image and describe how you feel in that scene.



VISUALIZATION

<https://www.youtube.com/watch?v=UtYVOQL1Bd4>

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